

YEAR 5 - KEY ASSESSMENT CRITERIA: WRITING (Non-Negotiable Statements)

- Min 3 - 5 ticks of evidence across the range of writing evidence
- At least 1 or 2 evidence across the range of writing evidence
- Has been taught / Teacher judgement / Evidence in marking, spelling work etc.

COMPOSITION							
1	I know the audience for and purpose of the writing.						
2	I can use the correct features and structures of the text type taught so far.						
3	I can start sentences in different ways and use sentence starters to highlight the main ideas.						
4	I can use grammatical features and vocabulary appropriate for the text types taught so far.						
5	I can develop characters through action and dialogue.						
6	I can establish a viewpoint as the writer through commenting on characters and events.						
7	I can show how and choose grammar and vocabulary can create an impact on the reader.						
8	I can use stylistic devices to create effects in writing e.g. simile, metaphor, personification. I can add further organisational and presentational devices to structure text and to guide the reader.						
9	I can add well- chosen detail to interest the reader.						
10	I can summarise a paragraph or event.						
11	I can organise my writing into paragraphs to show different information or events and I can build cohesion between paragraphs by using adverbials.						
12	I can use modal verbs or adverbs to indicate degrees of possibility. Use passive verbs to affect the presentation of information in a sentence. I can use the perfect form of verbs to mark relationship of time and cause.						
13	I can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.						
14	I can use brackets, dashes and commas to indicate parenthesis. I can use hyphens to avoid ambiguity.						
15	I can use commas to clarify meaning or avoid ambiguity.						
16	I can assess the effectiveness of their own and others' writing.						
17	I can suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I can use expanded noun phrases to convey complicated information more concisely.						
18	I can ensure the consistent and correct use of tense throughout a piece of writing.						
19	I can ensure correct subject and verb agreement when using singular and plural.						
20	I can distinguish between the language of speech and writing; formal, informal and written language.						
21	I can proof read for spelling and punctuation errors.						
22	I can perform my own compositions using appropriate intonation, volume and movement so that meaning is clear.						
TRANSCRIPTION							
23	I can form verbs with prefixes – dis, de, mis, over and re.						
24	I can convert nouns or adjectives into verbs by adding a suffix and I understand the rules for adding prefixes and suffixes.						
25	I can spell words with silent letters.						
26	I can distinguish between homophones and other words which are often confused.						
27	I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary and I can use a thesaurus.						
28	I can spell the commonly mis-spelt words from the Leesfield Y5 word list.						
29	I can use a range of spelling strategies.						
30	I can choose the style of handwriting to use when given a choice or that is best suited for a specific task. E.g. quick notes, letters.						

